**Lesson Plan -** **American History**

|  |  |  |
| --- | --- | --- |
| **Course: American History** | **Unit 3 – Industrialization** | **Instructor: McDonald / Schmitt** |

|  |  |  |
| --- | --- | --- |
| **Objective:** Students will understand how industrialization changed America | **Date(s):** | |
| **Standard/Benchmark:**  [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.2](http://connected.mcgraw-hill.com/ssh/AF365A92-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.10](http://connected.mcgraw-hill.com/ssh/AF399400-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists)** | | |
| **Essential Question:** How did the development of Big Business change American society? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Andrew Carnegie, JD Rockefeller, laissez-faire, monopoly, holding company, horizontal integration, vertical integration | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Warm-up/Opening:**  Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:**  **\*\*\*Short video from online text may be used pre-mini lesson or post mini lesson to help highlight some of the key ideas of today’s lesson\*\*\***  **Video : Resource search “Growth of Big Business”** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections and compare and contrast | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 3 Lesson 3 Big Business. This chapter will cover The Rise of Industry in America. The focus of today’s lesson will be introducing the main ideas surrounding Big Business in America. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period**  Students will be completing a jig saw activity with titans of the big business era. Students will read mini bios of some of the eras biggest business men and then engaging in a share out activity within their groups. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * Can you think of any companies in America that utilize horizontal or vertical integration today? * Can you think of any modern day monopolies? * What advantages might a large corporation have over small businesses***?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Primary Source Analysis Activity | **Time**  **10** | **Reflection on Lesson** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  **Bottom Quartile in Bold**  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |